

Lyndhurst Private Pre-School Day Nursery Ltd.

Inspection report for early years provision

Unique reference number

EY264161

Inspection date

15/06/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Lyndhurst Private Pre-School Day Nursery established since 1992 re-registered under current private ownership in May 2003. The nursery is located in Pocklington within the East Riding of Yorkshire close to the town centre. It is within walking distance of local amenities, such as, shops and schools. The provision is registered on the Early Years Register and both parts of the Childcare Register to provide care for a maximum of 101 children under the age of eight years. No more than 81 children may be in the early years age range and of these not more than 22 may be under the age of two at any one time. Currently there are 118 children on roll, of whom 108 are within the early years age group. Children with special educational needs are welcomed and supported. The provision is open weekdays throughout the year from 7.30am until 6pm with the exception of a week at Christmas and all bank holidays. Flexible sessions can be arranged with prior negotiation.

The provision operates from the ground floor of a former school property with a separate building at the rear, currently used for the out of school club. Children access several rooms which they use according to their age, ability and stage of development. There are various enclosed outdoor play areas for all children to use. The provision is accessed by a ramp leading to the main reception area. There are currently 20 staff employed at the provision, the majority of whom hold recognized childcare qualifications. The manager holds an Early Years Degree. In addition three staff are employed to work in the kitchen plus an administrator. In 2010 the nursery achieved the Investors in People Award. It is also a member of the Pre School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. Outcomes for children are outstanding and all major aspects of the provision are excellent. Highly positive relationships with parents fully support children's care learning and development. Partnerships with others in the wider context are strong and improving. The manager and her team have high expectations and set high standards embedded across all areas of practice. Plans for the future are very well targeted to bring about further improvement to the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening current systems for partnership working with other providers.

The effectiveness of leadership and management of the early years provision

Adults at the setting have a thorough understanding of their responsibility to protect children from harm. They know the action to take if concerns are raised about children's welfare or well-being. The safeguarding of children is prioritised as an agenda item at team meetings. The setting works collaboratively with key agencies to support children's health, welfare and well-being. Risk assessments are robust resulting in a safe setting. Security cameras are fitted at potentially vulnerable areas of the provision and plans are in place to have an enhanced entry system fitted to the main entrance door. Appropriate checks are carried out to ensure those adults who work with or who have close contact with children are suitable to do. Staff have attended training to support their secure knowledge and understanding of safeguarding issues. They invite parents to share details of incidents and injuries children sustain away from the setting to ensure they are kept fully informed. An extremely well organised, inclusive and welcoming environment is provided. Each child is matched with a key person with whom they form a special attachment. This helps children, particularly babies, feel exceptionally safe and secure. A comprehensive range of well written policies and procedures fully support the smooth and efficient operation of the setting. These are shared successfully with parents and team members. Children are safeguarded by meticulous recruitment and induction procedures. Staff are deployed effectively and form a strong and well established team. There are very good opportunities for continued staff development. For example, through access to training, appraisal and supervision.

Space within the large, Victorian property is used exceptionally well. Children benefit from the provision of extremely well resourced and skilfully organised playrooms and outdoor areas. This is a major contributor towards children's enjoyment, achievement and learning. The majority of the extensive range of toys, books and equipment are very easily accessible supporting children's independence, choice and decision making. The learning environment is vibrant and stimulating with pictures, posters, photographs, examples of children's work, hanging mobiles, displays and notices all around. The beautiful outdoor learning environment provides children with different areas to be active. Many opportunities are present for their learning to be extended and enhanced. For example, they dig and plant, use a wide selection of toys and tools and find exciting places to climb and balance in safety. Because adults support children to use the outdoor areas frequently they experience the wonder of the natural environment throughout the year observing birds and minibeasts at close hand and the effect of the seasons on the trees and shrubbery.

There is a highly successful balance of stimulating and challenging indoor and outside activities that are either initiated by children or led by adults. Teaching is rooted in adults secure knowledge of how children learn and develop particularly through play. Frequent high quality observations and assessment of children's progress effectively guides planning. Adults confidently use what they know about each child's starting points and capabilities to plan and prepare for the next stage in learning. Written accounts are placed in children's individual files to help adults

track progress and identify future targets. Details pertinent to each child from their commencement at the setting to when they leave are organised in personal files which include photographs and examples of work. The result is a wonderful account of each child's learning journey for parents to treasure.

The setting has secured highly positive partnerships with parents. They are valued and respected and adults at the setting work hard to meet specific requirements. For example, arranging flexible settling-in sessions for new children. Parents are kept very well informed and there is a wealth of information made available to them. Parents and children are heavily involved in the settings procedures for self-evaluation by regularly sharing their views and opinions. Written comments following a recent open evening were made available at the inspection. The information confirmed parents are highly satisfied with the service they and their children receive. In particular they appreciate the range of skills children have accomplished, the rapid progress they make and the friendly, welcoming and approachable staff. Partnership working with others is well established particularly with local schools and key agencies to support individual children. Good channels of communication are recognised as making a strong contribution to children's achievements and well-being. There are no children currently on roll who also attend other early years provision. Systems to respond to this have yet to fully develop.

Staff morale is very high and there is a common sense of purpose to ensure that all groups of children have the opportunity to achieve as well as they can. There is a truly positive commitment to bring about future developments based soundly on self-assessment and reflective practice. Recommendations raised at the previous inspection have been successfully addressed. The manager is not complacent but is ambitious to drive the team forwards to support the setting's further development and sustain continued improvement.

The quality and standards of the early years provision and outcomes for children

Children are extremely well supported to be competent and independent. They know where to find the resources they require and move around the setting confidently. They are very familiar with the routine and understand basic rules, such as, restricting the numbers of children at snack time. Children know to wait for the red apple disc to enable them to have their snack and then pass this onto a waiting friend. They engage in lively discussions and talk proudly of their achievements and the skills they have accomplished. For instance, running, riding a bike without stabilizers or swimming without arm bands. This shows self-esteem is high. They are eager to introduce themselves and provide first and middle names and surnames. When mark making on the whiteboard or using associated resources, such as, pencils, crayons, glue sticks and paper they are keen to describe what they are writing or designing. Individual needs are very well met through warm and trusting relationships that exist between children and adults. Supervision is of a high level helping children feel safe and well supported; a strong contributor to the progress they make. They are provided with a well-balanced routine successfully organised to include a varied range of personal care

routines and learning experiences tailored to meet the needs of all ages. Children are very well occupied and actively engaged in their learning and as such, their behaviour is exemplary.

Babies enjoy a wide variety of activities to help them learn particularly through their senses. Their physical needs are very well met, such as, time for sleep and relaxation, nappy changes, toilet training and access to fresh air and exercise. The needs of two and rising three year olds are respected as they benefit by lots of opportunities to be curious and investigate their surroundings in safety. Good attention is given to provide space for them to be active and release lots of energy. There is a strong emphasis to help children happily transfer through the setting and onto full time education with the minimum of disruption. Time is taken to introduce babies and children sensitively into the room they will transfer to within the setting. There are opportunities for children to become acquainted with their prospective teachers and children they will meet when they attend school. The out of school club facility means some children benefit by enjoying a broad range of activities arranged before and at the end of the day and during school holidays. All children learn an acceptable range of social skills including good manners at meal times and saying 'please' and 'thank you'.

Visitors to the setting are made welcome helping to expand children's learning and broaden their experiences. The dentist who visited congratulated the setting on introducing twice daily tooth brushing into the routine. Opportunities are present for children to investigate a diverse range of animals at close hand, including a turtle. Routines are in place to help children understand respect for others. For example, circle time organised for pre-school children involves developing appropriate communication skills, such as, turn taking linked to speaking and listening. Computers are used frequently by children, some very competent at navigating around the screen with the mouse. Other equipment, such as, play phones and digital cameras help them understand everyday technology. Throughout the year children celebrate a varied range of cultural and traditional events and festivals, such as, Chinese New Year, Divali, Valentines day, May day and Fathers day. This helps them understand the world around them.

The good health and well-being of babies and children is extremely well complimented by the nutritious range of meals and snacks freshly prepared by the Nursery Cook and kitchen assistants. The menu is displayed for parents to see and contains a varied range of healthy options. All children clearly enjoy the food provided for them and many eagerly request second helpings. One child said 'this food looks lovely' at lunchtime. Special dietary requirements are catered for, for example vegetarians. Children with allergies are kept safe by clearly marked place mats, colour coded and well labelled to prevent adults giving food to children they are restricted from eating. Expectations for children are high and as a result they play a dynamic role in their learning. Children clearly benefit and thrive as a result of the setting they are in. They show a very good awareness of themselves in relation to their place in society and are very well equipped with fundamental skills they can use to extend their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met